DOCUMENT RESUME

ED 188 104 CS 005 233

TITLE Reading and Study Skills and Instruction: Secondary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1979 (Vol. 40 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 79

NOTE 14p.; Several pages may be marginably legible.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Beginning Reading; Diagnostic Teaching; Doctoral Dissertations; Low Income Groups; Miscue Analysis; Needs Assessment; Paperback Books; Parent Attitudes; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Interests; Reading Material Selection; *Reading Programs; *Reading Rate; *Reading Research; Recreational Reading; Secondary Education; Self Contained Classrooms; Teacher Qualifications; Teaching Methods

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: the effects of reading preference, diagnostic-prescriptive teaching, prior knowledge, training in visual imagery, and electromyograph biofeedback training on reading comprehension; personal interest reading programs; the open versus self-contained reading classroom; English teachers' familiarity with reading techniques; student reading interests and home reading environment; the paperback book pacing method to improve reading speed; teaching beginning reading skills to secondary students; the organization and effects of secondary developmental reading programs; and a reading and study needs assessment. (AEA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED188104

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Reading and Study Skills and Instruction: Secondary:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1979 (Vol. 40 Nos. 1 through 6)

Compiled by the staff of the

ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
University Microfilms International
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS005233

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1979 by University Microfilms International), and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Allen, Lina Lusk
THE EFFECT OF READING PREFERENCE ON READING COMPREHENSION OF LOW SOCIO-ECONOMIC HIGH SCHOOL STUDENTS

Bjurstrom, Dixie Potter
AN INVESTIGATION OF FACTORS AFFECTING PERSONAL INTEREST READING PROGRAMS IN SELECTED ST. LOUIS COUNTY SECONDARY SCHOOLS

Carroll, Booker Theodore
EFFECTS OF DIAGNOSTIC-PRESCRIPTIVE TEACHING ON THE READING ACHIEVEMENT OF EIGHTH GRADE STUDENTS IN AN URBAN JUNIOR HIGH SCHOOL

Coulter, Mary M.
THE OPEN CLASSROOM: A COMPARISON OF TEACHING EFFECTIVENESS IN THE OPEN CLASSROOM AND THE SELF-CONTAINED CLASSROOM IN A JUNIOR HIGH SCHOOL READING PROGRAM

Edwards, Patricia Ann
AN INVESTIGATION OF ENGLISH TEACHERS' KNOWLEDGE OF READING TECHNIQUES AND THEIR OBSERVED TEACHING METHODS

Kenyon, Gloria Highland
A STUDY OF RELATIONSHIPS OF STUDENT/PARENT PERCEPTIONS OF STUDENT READING INTERESTS AND HOME READING ENVIRONMENT

Larson, Richard Henry
AN EVALUATION OF THE PAPERBACK PACING METHOD IN IMPROVING READING SPEED AND COMPREHENSION

Metts, June Inez Kilpatrick
A STUDY OF THE EFFECTIVENESS OF TWO METHODS OF TEACHING BEGINNING READING SKILLS TO SECONDARY STUDENTS

Mutter, Davida Warrington
A PSYCHOLINGUISTIC INVESTIGATION OF THE INFLUENCE OF PRIOR KNOWLEDGE ON THE ORAL READING MISCUES AND COMPREHENSION OF SELECTED HIGH SCHOOL SENIORS

Olsson, Kay Korte
THE EFFECTS OF TRAINING IN VISUAL IMAGERY ON READING COMPREHENSION

Sanders, Olivia Harris
THE DEVELOPMENT OF PRINCIPLES FOR ORGANIZING SECONDARY DEVELOPMENTAL READING PROGRAMS IN ALABAMA

Simmons, Edward Benedict, Jr.
THE INTRODUCTION AND ANALYSIS OF THE IMPACT OF A DEVELOPMENTAL READING AND STUDY SKILLS PROGRAM AT A SMALL SECONDARY SCHOOL

Walter, Mary Lorraine
READING AND STUDY NEEDS ASSESSMENT IN THE SECONDARY SCHOOL WITH RECOMMENDATIONS FOR IMPROVEMENT

Watkins, Marley Wayne
MODIFICATION OF SUBVOCALIZATION LEVELS IN SEVENTH-GRADE STUDENTS WITH ELECTROMYOGRAPH BIOFEEDBACK TRAINING AND ITS EFFECTS ON READING RATE AND COMPREHENSION

Yerger, William Mark
THE EFFECT OF SEVENTH AND EIGHTH GRADE DEVELOPMENTAL READING INSTRUCTION ON ACADEMIC ACHIEVEMENT

THE EFFECT OF READING PREFERENCE ON READING COMPREHENSION OF LOW SOCIOECONOMIC HIGH SCHOOL STUDENTS Order No. 7919712

ALLEN, Lina Lusk, Ed.D. North Texas State University, 1979. 108pp.

The problem of this study was to examine the effect of reading preference on reading comprehension of low socioeconomic high school students. Subjects were 61 participants in the Upward Bound program at a major southwestern university; they represented urban high schools with high proportions of students of low socioeconomic status. Subjects completed cloze procedure reading passages in four categories: high preference independent level, high preference frustration level, non-expressed preference independent level, and non-expressed preference frustration level.

It was hypothesized that, first, there would be no significant difference in reading comprehension scores associated with two levels of reading preference; second, there would be no significant difference in reading comprehension scores associated with two levels of reading difficulty; and, third, there would be no significant interaction of the two factors of reading preference and reading difficulty.

Related literature was reviewed in these areas: the schema theory of prose comprehension (including the psycholinguistic view of reading), reading preference as an affective influence on reading comprehension, and the student of low socioeconomic status.

Procedures involved surveying students' reading preferences using a list of 16 reading topics identified by subjects in informal discussions of what high school students like to read. Four prereading cloze test passages were then completed by each subject in two test sessions. The researcher-constructed test passages were individualized for each subject according to reading preference as expressed in the preference survey and reading level as determined by a standardized reading test. Non-expressed preference passages were adapted from encyclopedia entries in the style of textbook prose. Reading passage levels were measured by a well-known readability formula.

Mean scores were computed for each of the four test categories; differences were examined in a two-way analysis of variance. Highly significant differences led to the rejection of the first two hypotheses; the third hypothesis was not rejected.

The procedures of the study demonstrated that subjects did comprehend high preference materials significantly better than they comprehended non-expressed preference materials. Also, their comprehension of independent level materials was significantly better than that of frustration level materials, validating both the readability formula and the researcher's adherence to it in writing the materials. Further, there was no significant difference in the effect of high preference at subjects' independent and frustration levels. It was concluded that preference could be a potent factor in increasing reading comprehension with materials assessed as easy or difficult by conventional measures.

Based on these results, it was recommended (1) that reading ability assessments include measuring performance with high preference materials, (2) that instructional personnel ascertain and utilize student preferences as foundations for reading instruction, (3) that reading material not be withheld from students on the basis of difficulty, (4) that high preference reading materials be used in reading instruction by secondary reading and content area teachers, and (5) that school patrons be made aware of the value of free preference reading in reading skill development.

AN INVESTIGATION OF FACTORS AFFECTING PERSONAL INTEREST READING PROGRAMS IN SELECTED ST. LOUIS COUNTY SECONDARY SCHOOLS Order No. 7916945

BJURSTROM, Dixie Potter, Ph.D. Indiana University, 1979. 174pp. Chairperson: Dr. Donald C. Manlove

Current emphasis on reading programs designed for the slow or below average reader enables students to obtain minimum reading skills. A less dramatic but equally important need is the continuing growth of the basically competent reader. Concern has been expressed that schools overemphasize training in reading skills to the detriment of building interest in reading.

Courses designed as personal interest reading programs can contribute or create an awareness of options in available reading areas, provide breadth and depth of students' knowledge in diverse subject areas, enhance skills important to productive and pleasant use of leisure time, provide opportunity for gaining aesthetic values from literary efforts, and further increase reading skills by continual practice.

An initial survey of senior high schools in the St. Louis County area indicated that only 25 per cent of these schools had personal interest reading programs which permitted students to choose their own reading material based on their interests.

A second phase of this investigation was undertaken to identify the reasons and factors affecting schools' curricular policies as they related to the development of personal interest reading programs. To gather data for this project, this investigation utilized in depth interviews with appropriate persons in a selected sample of public, parochial, and private schools.

Data indicated that all of the educators involved in the investigation were in general agreement with the theoretical concept of personal interest reading programs. The reported values for students in these programs as related by those educators interviewed included: (1) learning to choose books for personal interest and enjoyment, (2) reading widely, (3) discussing books with an adult, (4) managing time, and (5) participating in a class situation with less routine pressure.

Many school administrators and teachers, however, were apprehensive about the concept of permitting school time and credit for a program which allowed students to read books of their own choice. They required more apparent and tangible activities structured into these programs such as written assignments, discussions, tests, etc. Many school administrators and teachers also expressed concern about the ability and maturity of students to choose appropriate books. Therefore, they restricted which students could enroll in this program and required teacher/parent approval and direction of book selection.

Factors which contributed to the success of personal interest reading programs included: (1) administrative support, (2) a competent staff with sufficient preparation time, (3) attendance requirements, (4) an appropriate room, (5) abundant well displayed materials, and (6) an adequate budget.

Factors which contributed to the discontinuation of personal interest reading programs included: (1) inadequate preparation time for teachers, (2) a poorly structured course design, (3) an ineffectual teaching staff, and (4) fear of parental criticism concerning book choices.

EFFECTS OF DIAGNOSTIC-PRESCRIPTIVE TEACHING ON THE READING ACHIEVEMENT OF EIGHTH GRADE STUDENTS IN AN URBAN JUNIOR HIGH SCHOOL

Order No. 7914511

CARROLL, Booker Theodore, Ed.D. University of California, Berkeley, 1978. 192pp.

Background of the Problem

Historically, urban educators have failed to address the academic needs of poor readers attending inner city schools. The downward trend in reading scores, as reported for the past seven years by the San Francisco Unified School District's Division of Research, clearly demonstrates this point. Pelton Junior High School in San Francisco is a typical situation where students enter the school reading three to four years below grade level.

Since year after year traditional methods of instruction have failed to meet the academic needs of these students, it became essential to seek new approaches and techniques to solve the existing problem of low in-school achievement. Confronted by this decadent situation, the researcher was inspired to explore successful, innovative approaches to reading improvement.

Purpose and Need for the Study

This study was concerned with examining the effects of a diagnostic-prescriptive method of instruction on the reading achievement of eighth grade students in an urban junior high school. The paramount focus of this investigation was to determine whether the reading achievement of students was greater when the teacher had been provided with formal diagnostic information of specific skill weaknesses and strengths in order to prescribe individualized instruction. It was felt such a study was vitally significant to urban youngsters who were constantly failing and dropping out of school due to their gross inability to read. In addition, very little has been revealed regarding the use of diagnostic information in the correctional process of improving urban youngsters' abilities to improve their reading.

The Problem

The paramount problems posed by the study were threefold:

1. Ascertaining what impact does the use of a diagnostic-prescriptive method of instruction have on student reading achievement.
2. Investigating what influence teacher selection has on student reading achievement when the method of instruction was held constant.
3. Exploring what effect class assignment has on reading achievement.

Procedure

One hundred sixty eighth grade students from a predominantly lower socioeconomic area in San Francisco were selected to participate in the study. These students were randomly assigned to eight English classes containing 20 students each, using a stratified sampling technique.

Within six of the eight participating classes, the students were assigned to either a treatment or control group. Students in the treatment groups received reading instruction using the diagnostic-prescriptive approach, while students assigned to the control group received the traditional method of instruction.

All subjects of this investigation were pre-tested and then post-tested following seven months of intensive classroom instruction.

Findings

Comparisons of pre- and post-test scores on the Comprehensive Tests of Basic Skills were made through the use of multiple t-tests and the analysis of variance technique. The level of significance was set at .05. An examination of achievement scores revealed that even though initially both combined groups were similarly matched in reading ability, the experimental groups exhibited more growth than the control groups.

Conclusions

Within the confines of the study, the following are some of the conclusions drawn:

1. The diagnostic-prescriptive method proved to be an effective method of teaching reading to junior high school students.
2. When students' weaknesses are carefully diagnosed and appropriate materials prescribed for correction, reading skills will improve.
3. Consistency of teacher instruction and availability of materials does not guarantee improvement of students' reading skills; diagnosis of individual needs is essential to skill development.
4. Teacher selection has little or no effect on reading achievement when the method of instruction is held constant.

THE OPEN CLASSROOM: A COMPARISON OF TEACHING EFFECTIVENESS IN THE OPEN CLASSROOM AND THE SELF-CONTAINED CLASSROOM IN A JUNIOR HIGH SCHOOL READING PROGRAM Order No. 7916536

COULTER, Mary M., Ed.D. Brigham Young University, 1979. 64pp. Chairman: Lyal E. Holder

The purpose of this longitudinal study was to determine if there would be any difference in the students' reading achievement as a result of reading instruction in an open classroom environment and in that of the self-contained classroom environment. An analysis of variance was performed using gain score differences in reading achievement of two groups of students in a junior high school reading program over a four-year period.

No significant difference in gain scores was found for Group 1 in reading achievement in the two environments. A significant difference in reading achievement was found for Group 2 to the .01 level in favor of reading instruction in the open classroom environment. There was no difference in mean gain scores between male and female students in either group.

It was concluded that students, when placed in an experimental reading program conducted in an open classroom, do as well or better in the open classroom situation as compared to the self-contained classroom situation.

AN INVESTIGATION OF ENGLISH TEACHERS' KNOWLEDGE OF READING TECHNIQUES AND THEIR OBSERVED TEACHING METHODS Order No. 7922801

EDWARDS, Patricia Ann, Ph.D. The University of Wisconsin-Madison, 1979. 446pp. Supervisor: Professor Wayne Otto

Researchers have assumed a relationship between knowledge and classroom behavior, concluding that knowledge of reading skills is a prerequisite to teaching students to read subject-matter materials effectively. But few researchers have tested the assumed relationship.

In this study the relationship between teachers' knowledge of reading techniques and their actual teaching of reading was examined through combining a knowledge-based test and observation. The research was designed to answer the following question:

> Do teachers who differ in their knowledge of reading techniques on the Hughey test differ in their actual teaching of reading--specifically in the five categories of: teaching comprehension, vocabulary and study skills, assessing individual differences in reading, and stimulating reading interest?

Hughey's 54-item test (1976) was administered to one hundred English teachers in eight Wisconsin high schools. Four teachers were selected from each school--the two who had scored highest and the two who had scored lowest on the Hughey test. The thirty teachers who agreed to participate were observed four consecutive times and during the same class period. A single observation session lasted for an entire class (40-50 minutes). The techniques a teacher used within each 60 second period were recorded on an observation checklist which listed specific skills and techniques for teaching them, under the same five categories Hughey used.

A descriptive analysis of the results showed that there was no significant difference in the classroom performance of teachers who scored high on the Hughey test and those who scored low. Also, the results showed that high and low scoring teachers spent little or no time utilizing techniques in three broad categories (Study Skills, Vocabulary, and General Reading Assessment), but spent a considerable amount of time using techniques in the Comprehension and Reading Interest categories. Within the Comprehension category, two subskills--Ability to Formulate or Adopt Purposes for Reading and Word Meaning--were utilized more frequently than the other four. The time spent using Reading Interest techniques, however, was substantially lower than the time spent using Comprehension techniques.

The results also showed that several high and low scoring teachers spent time doing activities other than teaching reading. In such cases the observer checked the category "other." Several teachers also used reading techniques that did not appear in the Coding Manual. For instance, although they did not show their students how to take notes, they stressed the importance of good note taking skills. In such cases the observer checked the category "other technique."

The major conclusion drawn from this study was that the Hughey test of teacher knowledge of reading techniques was not useful in predicting classroom performance. Even though researchers have assumed a relationship between knowledge of reading techniques and classroom behavior, the findings of this study suggest that there was no such relationship. Perhaps a better way to test the relationship would be to develop specific exercises for teaching reading, based on the Hughey test, and to require each teacher to teach the same exercises. Then an observer would be better able to determine whether a relationship between knowledge and classroom behavior exists.

A STUDY OF RELATIONSHIPS OF STUDENT/PARENT PERCEPTIONS OF STUDENT READING INTERESTS AND HOME READING ENVIRONMENT Order No. 7916121

KENYON, Gloria Highland, Ed.D. University of Denver, 1979. 191pp.

This study investigated through the use of the Iowa Silent Reading Tests, Level 2 (Iowa Silent Reading Tests, 1973) and Personal Reading Interests and Home Reading Environment Information Forms, the following: (1) relationships between three high school reading achievement groups and their parents related to perceptions of the students' personal reading interests and home reading environment; (2) relationships between boys and girl in each of the three groups related to personal reading interests and home reading environment; and (3) relationships among the three reading achievement groups related to personal reading interests and home reading environment.

The research was conducted in public high schools in Littleton, Colorado with a random stratified sample of 92 high school sophomores. No significant differences were found between student views and parent views pertaining to responses on the Personal Reading Interests and Home Reading Environment Information Forms. There were no significant differences in the pattern of responses among students in the three reading groups on the Personal Reading Interests Information Form. Significant differences were found in the number of yes and no responses by sex of students in the Above Average Reading Achievement Group on the Personal Reading Interests Information Form with girls reporting the greater interest in reading. No significant differences were found in the number of yes and no responses on this form by sex of students in the Average and Below Average Reading Achievement Groups. A significant difference was found in the number of yes and no responses by sex on the Home Reading Environment Information Form in each of three reading achievement groups with girls enjoying a richer home reading environment. Although students in the Above Average and Average Reading Achievement Groups experienced a significantly richer home reading environment than did the students in the Below Average Group, there were no significant differences in personal reading interests among the three groups.

Three open-ended questions were asked which compared student and parent perceptions. These included: (1) family members encouraging reading; (2) family activities encouraging reading; and (3) current factors which constrain recreational reading. Among students in all groups--Above Average, Average, and Below Average--Mother was reported as evidencing the greatest interest in the student's reading. More total family interest was evident among students in the Above Average Reading Achievement Group than in the other two groups. Students in the Above Average Reading Achievement and Average Reading Achievement Groups responded that they were provided with reading materials and read aloud to by the family members with more frequency than those students in the Below Average Reading Achievement Group. Over half of the students in the Above Average Reading Achievement and Average Reading Achievement Groups reported homework to be the chief constraint in recreational reading. The students in the Below Average Achievement Group, however, reported television to be the main constraint in this area.

AN EVALUATION OF THE PAPERBACK PACING METHOD IN IMPROVING READING SPEED AND COMPREHENSION

Order No. 7916856

LARSON, Richard Henry, Ph.D. The American University, 1979. 142pp.

The purpose of the study was to find out how a reading course stressing speed and comprehension taught twice a week for ten weeks to ninth- and tenth-grade students would affect performance on these factors as measured by standardized test scores. The study investigated if there were significant differences in test scores of experimental and control groups after the course of instruction in the paperback pacing method of speed reading.

The experimental group received short lectures on various aspects of reading connected with speed and comprehension such as regressions, eye fixations, vocalizations, skimming and scanning, preview, recall, memory, comprehension, flexibility, and SQ3R. This group practiced the paperback pacing technique twice a week using fiction and nonfiction materials. Frequent tests were given to check comprehension. The control group had a chance to read some of the same fiction materials but did not receive the lectures, did not take the tests, and did not read the nonfiction materials. For the other three days of the week the instruction of the two groups was identical and concerned itself with other aspects of the county language arts program.

The research design was the Pretest-Posttest Control Group Design. Fisher's t formulas were used to test differences between correlated means as well as between uncorrelated means. An analysis of covariance was performed on several of the test scores. The F distribution was used to test the hypothesis that the variances of the populations were equal.

All calculations on the data were made using the Statistical Procedures for the Social Sciences (SPSS) system and the university computer or using a programmable calculator.

The subjects for the study were 191 ninth- and tenth-grade students at Herndon High School, Fairfax, Virginia. The experiment was conducted during the 1977–1978 school year. The course was taught by two instructors, each teaching one half of the experimental group and one half of the control group.

The major findings were first that there was a statistically significant difference between the means of the speed posttest scores favoring the experimental group. Second, on one of the standardized tests there was a statistically significant difference in comprehension favoring the experimental group. However, on the other test both groups improved significantly, but the difference favored the control group.

Based on the findings of this study, the major conclusion is that a significant gain in speed of reading can be achieved through a course using the paperback pacing method. Since the findings for comprehension were mixed, the value of the paperback pacing method is tentative in this regard. For one type of test, comprehension may be significantly improved so as to warrant the teaching of the method. For another type of comprehension test the method indicated improvement but not as significant as that for speed. The gains in speed after the course do not appear to hurt student performance in comprehension so that more reading matter can be covered with equal or better comprehension in a given time period. Therefore, the paperback pacing method of improving speed and comprehension can be recommended for teaching to ninth- and tenth-grade high school students.

A STUDY OF THE EFFECTIVENESS OF TWO METHODS OF TEACHING BEGINNING READING SKILLS TO SECONDARY STUDENTS

Order No. 7920053

METTS, June Inez Kilpatrick, Ph.D. University of South Carolina, 1979. 143pp.

The purpose of the study was to compare the effectiveness of two methods of teaching beginning reading skills to secondary students. The specific purpose was to determine if the increase in the basic sight vocabulary and comprehension of secondary students was greater with the Language Experience Approach than with the Corrective Reading Approach. In addition the effects of each method of teaching by sex and by race were examined.

The subjects were the total population of seventh, eighth, and ninth grade students from a school district near Columbia, South Carolina, who were reading below 3.5 grade level on the Slosson Oral Reading Test. The sample of 63 subjects was assigned to one of the two treatment groups according to a computer scheduled reading period.

The Stanford Diagnostic Test Level 1, Subtest 1 and 2 and the Sight Word Test (developed by the researcher) were used to measure the dependent variables of comprehension, vocabulary, and sight words. The subjects were given Form X of the Stanford plus the Sight Word Test as the pretest in October of the school year. The treatment took place over a period of six months and Form W of the Stanford plus the Sight Word Test were administered to the two groups as the posttest in April of the same school year.

The two treatments were (1) an individualized form of the Language Experience Approach and (2) a modified form of Corrective Reading Program developed by Science Research Associates. Each of the students in both treatment groups were assigned to a reading lab five days per week. The instructional treatment was given for three of the five days in the reading lab during six months of the school year.

The data were analyzed to determine whether or not there were significant differences between the gain scores of the two treatment groups on the dependent variables of comprehension, vocabulary, and sight words. The gain scores were statistically analyzed by computer with an analysis of variance, using the Statistical Analysis System (SAS).

The following findings resulted:

(1) The Corrective Reading treatment group made gains in comprehension which were significantly greater than gains made by the Language Experience treatment group. (2) The gain scores of boys were significantly greater than the gains made by girls regardless of which treatment they received. (3) No significant differences were found between the two treatment groups on vocabulary. (4) No significant differences were found between the two treatment groups on sight words. (5) Both races seem to do equally well in the treatment groups, since no significant difference was found between the two races on any of the three variables. (6) Using the dependent t-test, both treatment groups achieved mean gains on all three variables that were significant at the .001 level.

A PSYCHOLINGUISTIC INVESTIGATION OF THE INFLUENCE OF PRIOR KNOWLEDGE ON THE ORAL READING MISCUES AND COMPREHENSION OF SELECTED HIGH SCHOOL SENIORS Order No. 7920876

MUTTER, Davida Warrington, Ed.D. University of Massachusetts, 1979. 270pp. Director: Professor Rudine Sims

This study was concerned with the reading proficiency of high school students. Ten high school seniors were selected from high, middle, and low percentile ranks on a standardized subtest of reading comprehension. These students orally read six informational passages taken from a textbook, standardized test, car manual, and consumer magazine. Before the oral reading sessions, each reader's prior knowledge of the content of the passages was assessed by a short-answer survey. In addition to assigned passages, readers chose to read a recreational passage based on their interest and knowledge of the topic. Before and after reading, students rated their interest in each passage. The reading miscues generated during the oral reading sessions were analyzed to determine the proficiency of these readers within a psycholinguistic definition of reading competence. The influence of the reader's depth of prior knowledge and interest on processing strategies and comprehension was examined and described.

The reading miscues of subjects in this study were analyzed according to the Reading Miscue Inventory (RMI) (1972). The focus of analysis was on two measures. (1) A comprehending percentage was calculated for each passage read. This percentage is a process measure of reading competence. (2) A retelling percentage was used as the retention measure of comprehension. Due to the level of difficulty and informational character of the passages, the retelling task was altered in this study. Following the retelling procedures specified in the RMI, the reader was reminded of the topics discussed in the passage. Additional information recalled by the reader was evaluated and included in his prompted retelling percentage. Minimum competency guidelines based on standards outlined in the RMI were established for these two measures in order to determine the reading proficiency of subjects.

The specific purposes of this study were to (1) assess the influence of a reader's prior knowledge and interest on comprehending and prompted retelling performance, and (2) explore the feasibility of miscue analysis as an alternative to standardized tests in determining minimum reading competence at the high school level.

General findings of this study:

1. On passages read by all readers, the high percentile group had higher means on prior knowledge, comprehending, and prompted retelling than the low percentile group. The middle percentile group had prior knowledge, comprehending, and prompted retelling means that fell between these two groups.
2. The data suggested that comprehending and prompted retelling performances were dependent upon readers' background knowledge in the content of a passage.
3. All readers in the sample, regardless of percentile rank, made effective use of reading strategies when prior knowledge was adequate.
4. When prior knowledge was low, readers in each percentile group performed less effectively; comprehending percentages dropped; reliance on grapho-phonemic cues increased.
5. Regardless of standardized-test percentile rank, nine of the ten readers demonstrated minimum proficiency according to the standards based on miscue analysis.
6. Quantity of miscues: (a) A reader's comprehending percentages were more indicative of reading proficiency than the quantity of his miscues; (b) the quantity of miscues tended to increase when a reader's prior knowledge fell in the low range. The increase in miscues resulted from the reader's comprehension difficulty.
7. A reader's interest in a passage was related to (a) his perception of his background in the subject, and (b) his ability to personally identify with the topic.
8. Interest in a topic appeared to affect prompted retelling performance when (a) a topic dealt with an area of interest which the reader had actively pursued on his own over a period of time or (b) when a reader's interest was strongly negative.

THE EFFECTS OF TRAINING IN VISUAL IMAGERY ON READING COMPREHENSION Order No. 7919187

OLSSON, Kay Korte, Ed.D. Arizona State University, 1979. 95pp.

A prose-recall instrument was developed to investigate the effects of visual imagery training on reading comprehension. Four pairs of 100-word passages were constructed, each pair on the same subject matter with one passage in abstract form and one passage in concrete form. The passages were normed for readability level, abstractness-concreteness, synonymy and number of idea units. Subjects from the tenth grade of an urban high school were randomly assigned to the experimental and control groups. The experimental group received thirty minutes of practice in forming visual images before completing the recall instrument. Results confirmed that concrete ideas were recalled more than abstract ideas, and that higher readers recalled more than low readers. The low readers in the experimental group recalled 22 percent more than the low readers in the control group, but the high readers in the control group recalled slightly more than the high readers in the experimental group, so that the effect was not statistically significant. It was suggested that thirty minutes of training is not sufficient to change the well-established study habits of the high school student, and that more task-specific imagery training is necessary.

THE DEVELOPMENT OF PRINCIPLES FOR ORGANIZING SECONDARY DEVELOPMENTAL READING PROGRAMS IN ALABAMA Order No. 7918030

SANDERS, Olivia Harris, Ed.D. The University of Alabama, 1979. 152pp.

The purpose of this study was to formulate a set of guiding principles for the organization of developmental reading programs at the secondary school level and to determine which ones were appropriate for schools in Alabama. The study consisted of (1) a search of the literature revealing recommended practices for the organization of developmental reading programs at the secondary level; (2) a survey of ten experts in reading who responded to a series of questionnaires, as a part of the Delphi technique, on the organization of developmental reading programs at the secondary school level; and (3) a survey of 250 Alabama educators who identified the guiding principles (previously generated by the Delphi panel) that they perceived to be appropriate for their particular school.

An instrument was developed to assist in collecting the data. This instrument was a questionnaire developed in accordance with recommendations from the related literature. The questionnaire, in final form, consisted of five general categories from which the panel members were asked to generate guiding principles. The categories were: Purposes, Personnel, Facilities, Instructional Materials, and Others. Those experts who had been selected to participate in the study were instructed at each round to indicate the relative importance they felt for each guiding principle by circling a number on a scale from one to five. They were asked to provide a reason if their choices were outside the interquartile range, for the second round only. Each panel member participated in a total of three rounds.

The final part of the study was initiated by selecting a population of Alabama educators. The Alabama educators selected were required to meet the following criteria: (1) they were certified by the Alabama State Department of Education as a secondary school teacher or administrator; (2) at the time of the study, they were employed in a public secondary school in Alabama, and (3) at the time of the study, they were employed at a school that was classified by the Alabama High School Athletic Association as 1A, 2A, 3A, or 4A. The selected Alabama educators were mailed a letter explaining the purpose of the study, instructions, and a questionnaire. They were asked to indicate which guiding principles did they feel were most appropriate for their school.

The study provided support to those interested in the organization of developmental reading programs at the secondary school level. It also provided a basis for school districts to evaluate their secondary school level developmental reading programs by comparing them with the recommended principles and practices.

The study recommended that the availability of opportunities for training in secondary reading instruction at institutions of higher learning be identified. In addition, it was recommended that further investigations be conducted to determine the effects of corrective, remedial, and developmental modifications of secondary reading instruction.

THE INTRODUCTION AND ANALYSIS OF THE IMPACT OF A DEVELOPMENTAL READING AND STUDY SKILLS PROGRAM AT A SMALL SECONDARY SCHOOL
Order No. 7927941

SIMMONS, Edward Benedict, Jr., Ed.D. Harvard University, 1979. 110pp.

This project is concerned with the introduction, implementation, evaluation, and refinement of a developmental reading and study skills program at Dunn School. The author's position is that reading is the most important educational skill necessary both in school and in later life. Despite a renewed emphasis upon reading at the elementary grades, reading abilities, as measured by standardized reading test scores, have continued to fall at the secondary level. Thus, it is critical that the teaching of reading continue to be taught as a specific skill at the secondary level.

The setting is a small, secondary, college-preparatory boarding school in rural California, at which the author is Headmaster. The student body has a wide-range of abilities. Many lack adequate reading, study, and/or organizational skills. Four alternative solutions were considered before a full-time developmental reading and study skills program was finally chosen.

The program was conceived on two premises: a) that it would be developmental in nature, not remedial; b) that it would focus on the process of how students learn, not on the content of what was being learned. Its initial goals were to improve: a) general reading skills (e.g. rate, comprehension, etc.); b) specialized reading skills in content areas; c) study and organizational skills; d) attitudes towards reading and studying. Drawing from the content of other courses, the first year the emphasis was on a graded, one-half credit, in-class program meeting three times per week.

An extensive formative evaluation was undertaken during the first year. The evaluation model, devised specifically for this program, had student, faculty, and administrative components for both student performance and instructional process. Actual evaluation data is included in the appendix.

The six major conclusions of the evaluation lead to four primary areas of program modification in the second year. These were: a) increased faculty communication with the Developmental Reading and Study Skills teacher, including greater influence and input regarding the content of the course and how it is taught; b) sectioning of classes by grade level to allow for a greater use of content area material, thus improving the application and transference of skills; c) better coordination and sequencing of topics to provide greater coherent to the actual classroom program; d) adjustment of time allocation to different skills and individualization of certain aspects of the course.

A preliminary evaluation of the second year indicated the modifications were having a very positive impact on the program. The two most significant findings were: a) the skills emphasized in the course were being applied consistently in other classes; b) students and faculty understood the goals of the program more fully and were more enthusiastic about it.

Literature regarding the administrator's role in the implementation of reading programs is reviewed. As the role of the author is that of the administrator in the project, nine general responsibilities of the administrator are identified. These are used as the criteria upon which the author's self-evaluation of his leadership and participation in the project are based.

In its ideal state, reading and study skills instruction should pervade the entire secondary curriculum. By placing far greater emphasis on coordination and cooperation with the content area teachers, stressing the program's role as a resource for the faculty and improving the application and transference of reading/study skills, Dunn School moved towards a more integrated program, one which the author sees as the future direction of developmental programs at the secondary level.

READING AND STUDY NEEDS ASSESSMENT IN THE SECONDARY SCHOOL WITH RECOMMENDATIONS FOR IMPROVEMENT
Order No. 7933906

WALTER, Mary Lorraine, Ed.D. Boston University School of Education, 1979. 360pp. Major Professor: J. Richard Chambers

Statement of the Problem

The public furor over competency and the return to basics issue is resulting in a reexamination of public school curricula in many school districts. As a consequence the major purposes of this study were: (1) an examination of the reading and study needs (cognitive and affective) of a large urban comprehensive secondary school, and (2) based on data gathered and literature reviewed the development of a model for improvement using present personnel and materials.

Procedure

Subjects for the study were 164 tenth, eleventh, and twelfth year students (5.7 percent), thirty-three randomly selected teachers (27 percent), eleven department heads (the total population), and ten non-teaching faculty members (91 percent) of a school district in eastern Canada. In addition fifty-six teaching members of the faculty volunteered to complete one phase of the study.

Student data assessed reading achievement, attitude toward reading, study habits, reading interests and habits, and student perceptions of their reading and study habits. Faculty data assessed the importance of reading in an English program, student reading and study strengths and weaknesses, and the attitude of the faculty toward teaching reading in the content areas.

Instruments used were: Sequential Tests of Educational Progress, Series II: Reading, Form 2A; Estes Attitude Scales: Reading; Study Habits Checklist; Blishen's "A Revised Socio-economic Index for Occupations in Canada"; Vaughan's "A Scale to Measure Attitudes Toward Teaching Reading in Content Classrooms"; a student questionnaire; a faculty questionnaire; and a teacher problems inventory.

Conclusions

Major conclusions drawn from the data were:

1. Students have average reading achievement, a fair attitude toward reading, and fair study habits.

2. A definite but low relationship was established between reading achievement and attitude toward reading. Study habits were not related to reading achievement, but had a low correlation with attitude toward reading, and a moderate correlation with time spent on homework.

3. Students spend approximately one hour a day on homework, and one hour on other reading activities. The number of books read voluntarily in the past month was 1.7; however, thirty-six percent of the subjects had not read any books voluntarily during the same period. Reading habits were not related to time spent viewing television.

4. Students are not satisfied with their reading and study habits. Major dissatisfaction centered around areas of comprehension, speed and flexibility, and work-study habits.

5. College Preparatory/Technical students were significantly younger, had higher socioeconomic status (Years 10 and 11), higher reading achievement and a more positive attitude toward reading (Year 10) than General Educational/Occupational students.

6. Year 11 students had significantly higher reading achievement than Year 10, and Year 12 had higher achievement than Years 10 or 11. More twelfth year students fell into the category which indicated good attitude toward reading. Year 10 students spent more time viewing television than Year 12 and were more interested in articles than Year 11.

7. Business Education students have a significantly more positive attitude toward reading, better study habits, spend more time on homework, and read more books than Industrial students. The Industrial students watch significantly more television and are more interested in articles.

8. Faculty members rated reading as the most important goal of an English program, have an average attitude toward teaching reading in the content areas, and identified student problems as: work-study habits, comprehension, vocabulary, speed and flexibility, and following directions.

Recommendations

Recommendations for improvement included: (1) an all school sustained silent reading program, (2) a study skills program beginning in Year 10, and (3) an interdisciplinary approach to reading and study in the content areas. A handbook was prepared for staff development.

Other recommendations concerned revision of English courses and future needs assessments.

MODIFICATION OF SUBVOCALIZATION LEVELS IN SEVENTH-GRADE STUDENTS WITH ELECTROMYOGRAPH BIOFEEDBACK TRAINING AND ITS EFFECTS ON READING RATE AND COMPREHENSION Order No. 7921004

WATKINS, Marley Wayne, Ph.D. The University of Nebraska - Lincoln, 1979. 80pp. Adviser: Robert W. Filbeck

This investigation explored the role of subvocalization in the reading process by experimentally modifying subvocalization levels of seventh-grade students with electromyograph (EMG) biofeedback training and assessing effects apparent in reading rate and comprehension one month following EMG training.

The subjects were 40 volunteers from a seventh-grade reading class. Pre-assessment subvocalization levels were assessed with the EMG and two groups of subjects defined by a median split: high subvocalizers and low subvocalizers. High subvocalizers were then randomly assigned to either: (a) the treatment group which received EMG biofeedback training to reduce subvocalization levels or (b) the control group which received random EMG biofeedback with no experimental manipulation of subvocalization levels. Low subvocalizers were then randomly assigned to either: (a) the treatment group which received EMG biofeedback training to increase subvocalization levels or (b) the control group which received random EMG biofeedback. Thus 13 high subvocalizing students received EMG biofeedback to decrease their subvocalization levels, 13 low subvocalizing students received EMG biofeedback to increase their subvocalization levels, and 14 students (7 high subvocalizers and 7 low subvocalizers) received random EMG biofeedback and acted as controls.

EMG biofeedback training was conducted in an individual setting and continued until experimental subjects reached criterion points defined by pre-experimental subvocalization levels. All subjects' EMG levels were assessed one month following termination of EMG biofeedback training and all subjects were administered the Reading Speed, Accuracy, and Comprehension sections of the Gates-MacGinitie Reading Test.

The following hypotheses were formulated:

1. Subjects who receive EMG biofeedback training to decrease subvocalization levels will manifest a lower rate of subvocalization during silent reading after one month of regular classroom participation than those subjects who receive no modification of subvocalization. The latter subjects will, in turn, exhibit less subvocalization than those subjects who receive EMG biofeedback training to increase subvocalization.

2. Subjects who receive EMG biofeedback training to decrease subvocalization will exhibit an improved response to reading instruction which will result in an increased reading rate and comprehension at the end of one month of regular classroom participation in comparison with those subjects who receive no subvocalization modification and those who receive EMG biofeedback training to increase subvocalization.

The data of hypothesis one were analyzed using an analysis of covariance. Pre-experimental subvocalization levels served as the covariate while adjusted post-experimental EMG levels served as the variable. There was a significant difference in EMG levels among the treatment groups, controlling for pre-experimental EMG levels. EMG training produced sizeable modifications in subvocalization levels while random biofeedback failed to produce a change in EMG levels of the control group.

The data of hypothesis two were analyzed using a multivariate analysis of covariance. Scores on the Reading Accuracy, Speed, and Comprehension sections of the Gates-MacGinitie Reading Test served as the dependent variables while scores on the Reading Comprehension section of the Stanford Achievement Test and scores on the Otis-Lennon Mental Ability Test served as covariates. No significant main effect was found for any of the three dependent variables; thus EMG training to modify subvocalization levels did not produce a differential response to reading instruction capable of bringing about significant differences in reading rate and comprehension.

The results provide support for the effectiveness of EMG biofeedback training in modification of subvocalization levels but fail to provide evidence for a direct relationship between subvocalization and reading performance.

THE EFFECT OF SEVENTH AND EIGHTH GRADE DEVELOPMENTAL READING INSTRUCTION ON ACADEMIC ACHIEVEMENT Order No. 7919991

YERGER, William Mark, Ed.D. Lehigh University, 1979. 86pp.

Purpose

The purpose of this study was to investigate the effect of duration of developmental reading instruction on reading proficiency and achievement in content areas. More specifically, the purpose was to assess the value of developmental reading instruction in the middle school.

The study was designed to answer the following questions.

1. Is there a significant difference among the groups regarding the effect of duration of reading instruction beyond sixth grade on reading proficiency?
2. Is there a significant difference among the groups regarding the effect of duration of reading instruction beyond sixth grade on English proficiency?
3. Is there a significant difference among the groups regarding the effect of duration of reading instruction beyond sixth grade on mathematics proficiency?
4. Is there a significant sex difference among the groups regarding the effect of duration of reading instruction?

Procedure

The study consisted of three groups of students with thirty members each divided equally among males and females. One group had developmental reading instruction terminate at the end of eighth grade, a second group at the end of the seventh grade, while a third group had developmental reading instruction terminate at the end of sixth grade. The three groups all attended the Bloomsburg Area Schools from sixth grade through ninth grade.

Analysis of covariance was used in testing for the treatment effect in order to compensate for initial differences. The sixth grade score on the Iowa Test of Basic Skills, Reading Comprehension, Form I, was used as the covariate.

Findings

1. Two years of required developmental reading instruction beyond sixth grade had a significant effect on reading proficiency ($p < .05$).
2. One year of required developmental reading instruction beyond sixth grade did not have a significant effect on reading proficiency ($p > .05$).
3. Two years of required developmental reading instruction beyond the sixth grade had a significant effect on English proficiency ($p < .05$).
4. One year of required developmental reading instruction beyond sixth grade did not have a significant effect on English proficiency in ninth grade ($p > .05$).
5. Two years of required developmental reading instruction beyond sixth grade had a significant effect on mathematics proficiency in ninth grade ($p < .05$).
6. One year of required developmental reading instruction beyond sixth grade did not have a significant effect on mathematics proficiency in ninth grade ($p > .05$).
7. No significant sex differences were discovered for males and females in reading gains and mathematics ($p > .05$). However, in English the females achieved significantly higher than males ($p < .05$).

The findings suggest that required developmental reading instruction terminating at the end of eighth grade did, in fact, improve reading proficiency, ninth grade English proficiency, and ninth grade mathematics proficiency.

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042